

SEND Policy

Thames View Bridge School

READY

RESPECTFUL

SAFE



Partnership Learning



Ratified by Governors:

To be reviewed:

SEND POLICY

Review Frequency: Annually

Date of ratification:

Date next review due:

Scope of Policy: This policy applies to all staff, students, governors and volunteers at Thames View Bridge School

Introduction and Statement of Principles

This policy is written with reference to advice given within the Children and Families Act 2014 and the SEND Code of Practice 0 to 25 years, 2015. This policy should be read in conjunction with the school SEND Information Report.

In summary, the SEND Code of Practice expects schools to:

- ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes.
- use their best endeavours to make sure that a child with SEN gets the support they require
- appoint a SENCO who must be a qualified teacher working at the school. they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment.
- take steps to ensure that children with medical conditions get the support required to meet those needs.
- publish and update (at least annually) the SEND information report.
- publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- co-operate with the local authority in the education, health and care plan review process, in reviewing the provision that is available locally and in developing the local offer.

Fundamental Principles

Thames View Bridge School is an all aged special school catering for pupils with complex social, emotional and mental health needs between the ages of 6-19. The school is a designated free school/academy and is controlled by the Partnership Learning Trust. Our aim is to ensure that children with complex social, emotional and mental health needs are assessed in a fair and efficient manner and that the school can help each pupil to make as much progress as possible. All our pupils are referred by local Authorities where primary need is identified as SEMH. Once a pupil has an EHCP/Statement naming Thames View Bridge School, the Headteacher will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review pupils' progress during the course of a year. Formal reviews of the EHCP will take place at least annually.

This SEND policy encompasses all areas of the curriculum and is integral to the policies held by all the subject areas in the school. It sets out the way in which the school works towards supporting pupils with special needs and our aims and objectives for these young people. We believe that each pupil, regardless of ability, has a right to a rich and varied educational experience with the framework of a broad based curriculum.

The underlying principle which informs the school SEND policy is that of inclusion; that all pupils are valued for what they bring into the school and they are entitled to take part in all that the school offers, in the most appropriate ways possible given the resources available.

At Thames View Bridge School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

Achieve their best

Become confident individuals living fulfilling lives, and

Make a successful transition into adulthood, whether into employment, further or higher education or training

The inclusive context at Thames View Bridge School means that teachers regularly come into contact with pupils who have a variety of special educational needs and disabilities in addition to their Social Emotional and Mental Health needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Classroom teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

We use a systematic cycle of planning, action, review and evaluation to monitor the progress of identified students.

We adopt a graduated response of action and intervention to develop ways of overcoming barriers to learning and setting targets for improvement.

A 'person-centred planning' approach ensures that children and young people are genuinely involved in all aspects of planning and that students express their views and are always fully involved in the decision making processes.

We encourage active participation of parents / carers in all decisions; enabling them to share their knowledge about their child which helps us to support them and gives the parents confidence that their views are valued.

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We liaise effectively with all outside agencies and other relevant stakeholders.

We provide cost effective, flexible deployment of resources to ensure all students' needs are met and they are used to maximum effect.

We prepare students for adulthood, employment and independent living.

This policy will operate in conjunction with other school, Local Authority and National policies.

As a specialist SEMH school, all pupils at Thames View Bridge School will have been identified as having Social Emotional and Mental Health issues as their primary need. This will be clearly stated in their Educational Health Care plan (EHCP). A number of pupils will have additional special needs.

The definition as set out in the Special Educational Needs (SEND) Code of Practice (2015) is as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Requires provision different from or additional to that normally available to pupils of the same age.

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The effectiveness and appropriateness of the policy will be continuously monitored by the Headteacher in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents/carers as partners, statutory reviews, referrals for further statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

SEND Funding

All pupils at Thames View Bridge School must have an Education Health & Care Plan and will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

Aims and Objectives of Thames View Bridge School

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To provide high quality provision to meet the needs of all pupils with SEND.

To maintain and develop school policies and practices on special educational needs and to actively involve all staff in their responsibility of meeting the academic and pastoral needs of pupils.

To support the development of the curriculum and assist in the provision of a broad, balanced, relevant and differentiated curriculum.

To help all teachers to provide Quality First Teaching across the whole school.

To ensure that systems are in place to assess, review and monitor the individual learning needs of all pupils and to respond to their needs and raise their attainment levels in all subjects.

To liaise with outside agencies and parents when necessary and to co-ordinate their services and advise on or support the work of the school.

Procedures for Admissions and Identification

We understand the vital importance of careful identification and assessment of SEND:

Children must be referred to the school by the local authority and can only be admitted following a decision to 'name' Thames View Bridge School by the Local Authority Provision/Placements Panel and the school governors formally state that the school can meet the special needs of that individual child. When this is the case, the referring authority accepts financial responsibility for the 'top up' funding of the place. As noted above: All pupils at Thames View Bridge School must have an Education Health & Care Plan and will have an agreed package of support from the Local Authority through the Personal Budget arrangements. Interested Parties may request that a parent/carer visits the school. Whilst we positively welcome such visits, it is for a Local Authority Provision/Placements Panel to determine if the provision is both necessary and appropriate. School representatives visit feeder schools in the Spring and Summer terms to meet pupils and to discuss the transition and specific needs of all pupils with their headteachers, classroom teachers and other relevant professionals. Where necessary, the school will visit a pupil at home.

The current school and parent/carer will be expected to fill out a very detailed Thames View Bridge admission form.

A representative from the current school and the parent/carer will be expected to attend an intake meeting with Thames View Bridge staff and other relevant professionals.

Prior to admission Thames View Bridge staff will organise transition visits in liaison with the current school and parent/carer. We will continue to assess and identify pupils' needs during this time.

See also Thames View Bridge School Admissions forms and policy

Procedures for Assessment and Reviews

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At Thames View Bridge School we use the Graduated Response:

ASSESS – PLAN – DO - REVIEW

The assessment of pupils in all of the areas and the analysis of the data directly influences teacher's classroom strategies, school interventions and external agency referrals/support.

We assess our pupils in a number of ways:

Formative assessments on a day to day basis during normal classroom activities through a range of planned activities including discussion, questioning and observation. The results of formative assessment have a direct impact on the teaching materials and strategies employed following the assessment. Results and observations of formative assessment are also fed back to pupils and noted by teachers

Our assessments are related to learning objectives, success criteria and pupil targets.














Summative assessments in all areas take place once per term. *** SEE TVBS ASSESSMENT CALENDAR.

End of Key stage assessments are conducted as directed by Government procedures and reported to parents. All assessment information is collated and analysed through the Classroom Monitor computer system. This tracks progress through the Rising Stars Progression Framework stages and calculates stages taking into consideration the different weightings.

The observation and monitoring of pupils is a continuous process undertaken by all staff. Concerns about pupils who are under-achieving in class are discussed within the school team. The team then examines school records and reports, meets with pupils, scrutinises written work, observes pupils in class, seeks further feedback from teachers and where necessary meets with parents. Teachers are advised on possible strategies to use in class. If enough progress is still not being made, the school offers extra support and interventions in specific areas inside and out of the classroom. If necessary we can make further referrals to outside agencies such as Educational Psychologists, Speech Therapists, Occupational Therapists, Physiotherapists and Services for the Hearing Impaired and Visually Impaired.

Pupils are formally assessed and reviewed in a number of different areas. As well as academic assessment (including Reading and Spelling ages), we also formally assess using EHCP objectives, the monitoring of attendance and punctuality, Boxhall Profile analysis, behaviour records and Awards.

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| Holistic | Academic | Academic | Academic | SEMH |
|--|--|--|---|---|
| EHCP objectives + Attendance + Punctuality data | Eng & Maths (Classroom Monitor) | Other subjects | Reading & Spelling ages | Boxhall Profile + Behaviour Record Awards |
|  |  |  |  |  |
|  | Broken down into objectives / statements Within specific STAGES (then GCSE levels) | Broken down into objectives / statements Within specific STAGES (then GCSE levels) |  |  |
| Break down Termly tracking Ways of working towards In conjunction and shared with student parents and staff | Working towards statement On track to achieving statement Met the statement Exceeding the statement | Working towards statement On track to achieving statement Met the statement Exceeding the statement | Termly assessment informing a variety of interventions as necessary | Evidence including photos and <i>Learning Journeys</i> Termly tracking and shared with student parents and staff |
| | Mock and External exams | Mock and External exams | | |
|  |  |  |  |  |
| Analysis interventions and next steps | | Analysis interventions and next steps | | Analysis interventions and next steps |



Individual reports / Reports to parents / Summary reports to Governors / Summary Progress reports

SEND Working Practices

All teachers are highly skilled at working with pupils with SEMH and are aware of the pupils' specific special needs.

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Teachers will have a variety of detailed information about each pupil, including EHC plans, professionals' reports and recommendations (eg educational psychologists), baseline testing and on-going academic assessments and Boxhall profiles.

Quality First Teaching should be on offer to all children. This includes the effective inclusion of all pupils in high-quality everyday personalised and differentiated teaching. Such teaching will be based on clear objectives that are shared with the children and returned to at the end of the lesson, carefully explain new vocabulary and a variety of lively, interactive teaching styles. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study successfully a broad balanced curriculum.. Potential areas of difficulty will be identified and addressed. These approaches are the best way to reduce the number of children who need extra help with their learning or behaviour.

How we aim to implement SEND Working Practices by providing:

- early identification of pupils' needs.
- useful and informative pupil profiles and targets
- very small class sizes with high levels of adult support.
- access to assistive technology as necessary.
- specific individual or small group support where deemed appropriate.
- alternative accredited options at Key Stage 4 for pupils with SEND.
- regular INSET and support for all staff regarding specific SEND needs and strategies.
- advice for staff and assisting in the development of differentiated materials.
- opportunities for pupils to develop outside the classroom and make progress in life and social skills.

External Agencies

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Thames View Bridge School works closely with the LB of Barking and Dagenham and buys into their traded services offer. This means that we are able to utilise:

- The Educational Psychology service.
- Speech and Language Therapists.
- Occupational Therapists.
- The Borough Mental Health Adviser and team.
- Bespoke staff training (eg 'Team Teach')
- School Improvement Partners
- Support from the borough SEND and behaviour specialists.

We also work extremely closely with CAMHs, Education Welfare and social services.

Partnership with Parents/Carers

At Thames View Bridge School we aim to work closely and positively with parents/carers of all our children. They are made aware of the school's policy of support and are involved in all their planning stages. Parents/carers will be consulted about their child's identified needs from the very first term at our school. The process of review will involve parents/carers at every stage. The wishes of the parents/carers are viewed as a vital element in the information we gather to decide how best we can meet the pupils' needs.

There is a procedure for parents/carers to follow if they believe that the school or the Trust is not providing the best support for their child. *** SEE COMPLAINTS POLICY We hope that parents/carers will feel able to discuss with us any anxieties or concerns they have so that we can establish a proper partnership with parents/carers.

Medical Needs and Care Plans

Medical professionals are responsible for writing the care plans for identified pupils with specific medical needs. These plans are available to all Thames View Bridge School staff as necessary.

Parents need to contact the school as soon as possible regarding pupil long-term absence (such as hospitalisation and operations). The school will then arrange for the collecting of suitable work from individual teachers for the pupil to complete while they are out of school, as well as liaising with staff and parents during this period.

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Preparing for adulthood (transition)

At Thames View Bridge School we help our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that career advice, visits to local colleges and information provides up to date high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents/carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the Draft SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

Specific Complaints about SEND Provision

Complaints about SEND provision should initially be addressed to the Headteacher. If the complaint is not resolved parents have the right to ask for an examination of the complaint by the Governing Body. As all pupils have an EHC plan, the LB of Barking SEND section can be notified and, if necessary, an emergency Annual Review called to update pupil objectives where necessary.

Evaluating the Success of this Policy

We consider the following:

- Evidence of pupil progress, monitored through the school's assessment and reporting procedures, through external results and our own tracking summarised in individual reports, reports to parents, summary reports to Governors, summary progress reports (for specific groups).
- Indicators such as attendance and behaviour statistics.
- The regular up-dating of Pupil Plans and Profiles.
- Annual Reviews and Transition Plan Procedures for pupils with statements / EHC plans.
- Evidence of quality of teaching and the curriculum monitored through the school's appraisal and department review procedures.
- External evaluations and feedback from OFSTED and other inspections and visits.
- Post-16 destinations of pupils and continued progress in Year 12 and onwards.